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conclusion is drawn that the school develops writing to an unnecessary degree of refinement. No correlation was found between excellence of writing and intellectual ability in adult women students.

FRANK N. FREEMAN

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Practical Algebra. First-Year Course. By JOS. V. COLLINS. New York: American Book Co., 1910. Pp. 301. \$0.85.

Professor Collins presents in his recent text, *Practical Algebra*, a book which will be appreciated by the progressive teacher of the subject. He has retained enough of the traditional theoretical course to make the development of the subject logically sound, and yet he has incorporated enough of the modern methods and topics to make the subject interesting and vital.

For the sake of brevity we shall simply enumerate the features of the book especially worthy of attention. The commendable features are: (1) the historical notes, especially such a table as presented on p. 275—a much-neglected but important topic of mathematics courses; (2) the selection of problems which emphasize the correlation of the branches of mathematics, physics, domestic science, and manual training; (3) the graphic work, scattered throughout the text where needed; (4) the needed emphasis on the importance of checking work; (5) the geometric representation of algebraic products; (6) the treatment of factoring, not too exhaustive in first presentation and given immediate application; (7) the list of common errors in fraction work; (8) the use of formulas derived from various sources for evaluation, transformation, and translation, both from English into algebraic symbolism and vice versa.

No book is perfect, and we shall consider the following as the defects of the text in question: (1) chaps. x and xi should have a more exhaustive treatment; (2) the formulas and applied problems and the formal drill problems seem insufficient in number; (3) there are no miscellaneous reviews. But surely we can forgive and forget these defects, which are minor in comparison with the numerous important advantages listed above. We repeat our commendation of the selections of problems, historical material, treatment of graphic work, and emphasis on checking.

C. B. WALSH

THE ETHICAL CULTURE SCHOOL
NEW YORK CITY

The Teaching Botanist. By W. F. GANONG. New York: Macmillan, 1910. Pp. xi+439. \$1.25 net.

Botany for High Schools. By GEORGE F. ATKINSON. New York: Henry Holt & Co., 1910. Pp. xvi+493. \$1.25.

Laboratory Botany. By WILLARD N. CLUTE. Boston: Ginn & Co., 1909. Pp. xiv+177. \$0.75.

These three books represent late contributions to the teaching of botany. All three authors are known to the botanical public and all have published books before this.